
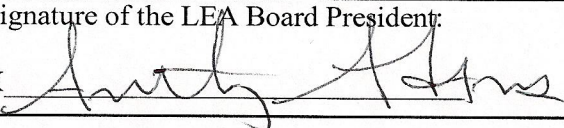


Attachment III

SIG GRANT—School Building Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: Vetal Elementary School	Mailing Address: 14200 Westwood Street, Detroit MI, 48223-2819
School Building Code: 368	
School Building Contact for the School Improvement Grant	
Name: Philip VanHooks	
Position and Office: Principal	
Contact's Mailing Address: 14200 Westwood Street, Detroit MI, 48223-2819	
Telephone: (313) 852-0710	
Fax: (313) 852-0771	
Email address: philip.vanhooks@detroitk12.org	
LEA School Superintendent/Director (Printed Name): Robert C. Bobb, Emergency Financial Manager	Telephone: 870-3772
Signature of the LEA School Superintendent/Director: X 	Date: 22 Feb 11
LEA School LEA Board President (Printed Name): Anthony Adams, Esq.	Telephone: 873-7860
Signature of the LEA Board President: X 	Date: 22 Feb 11
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

Section A

1. Possible model to use for analysis of data.

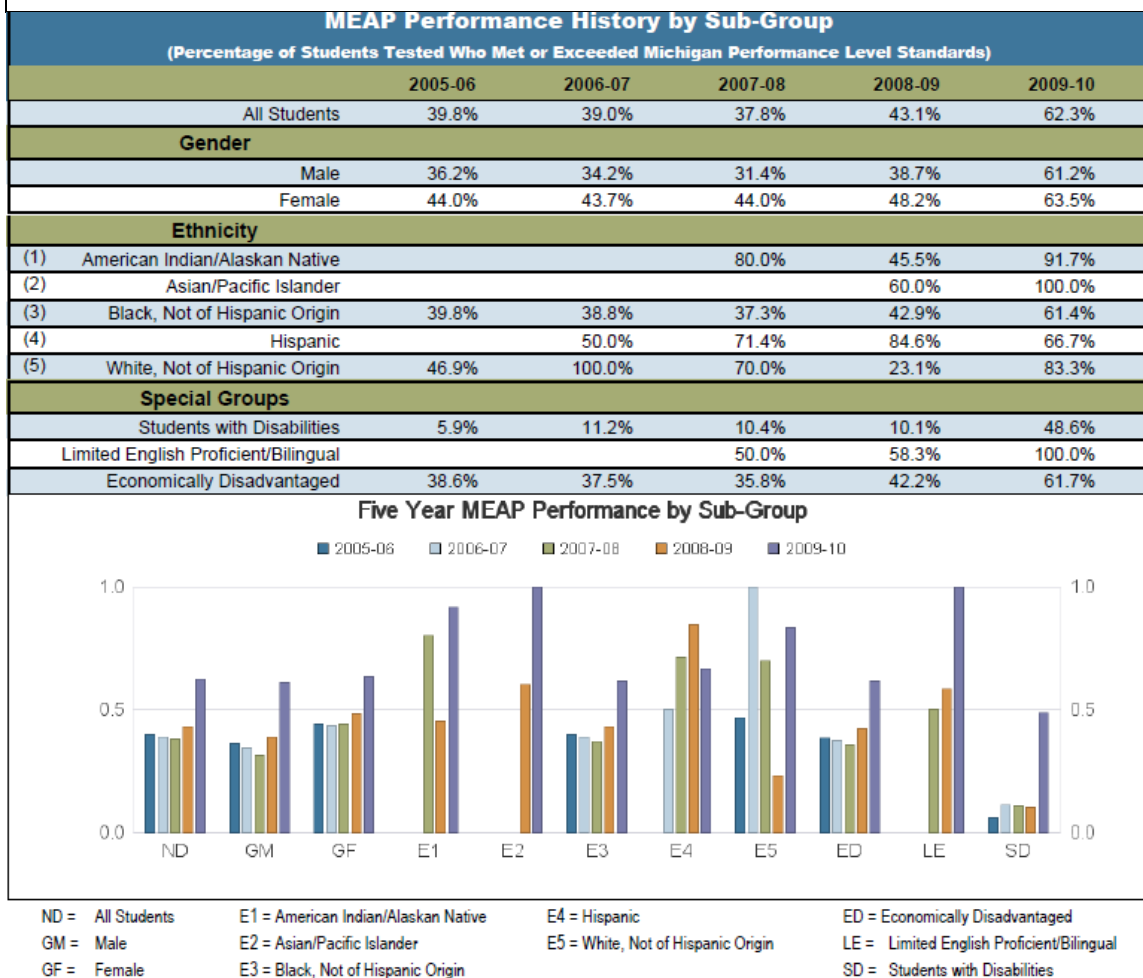
The school should consider evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report. Do not attach the building CNA.

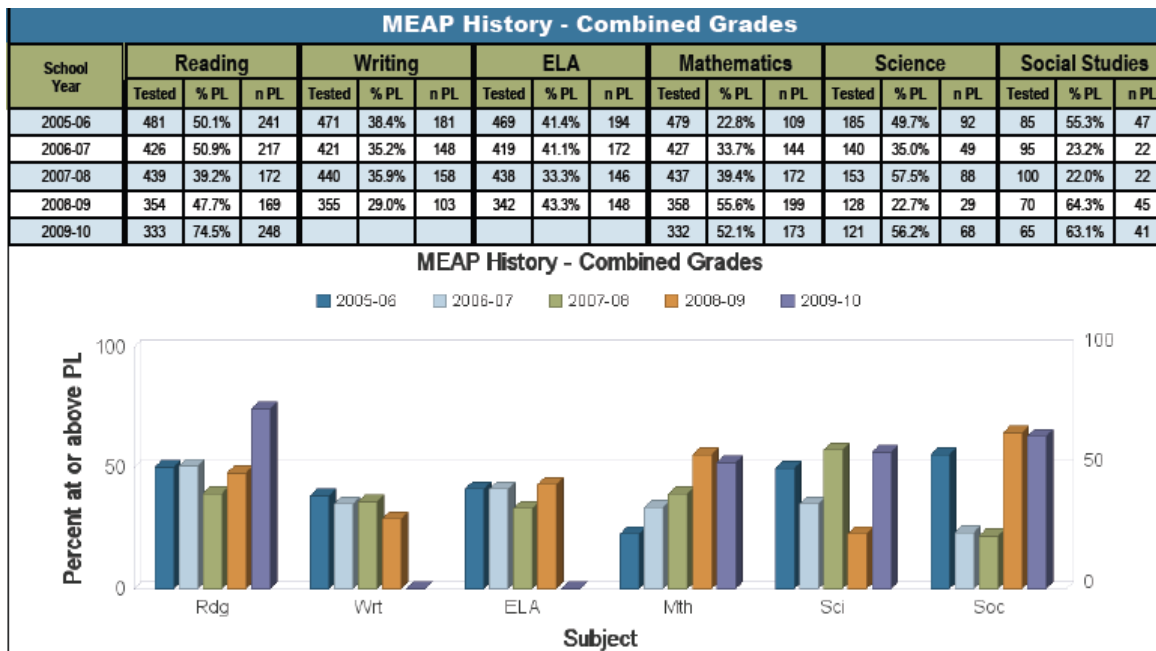
Our female students are outperforming our male students in most categories. We have seen increases over the last three years but our average performance is still at least 20% below the state average in Reading & Math. Students with disabilities need to be included in the General Education classes in the area of Reading & Math with Special Ed Aides to support to our SPED population receives the same material as the general education population.

By a review of the MEAP Item Analysis we will specifically focus on Grade Level Content Expectations where less than 65% of our students were successful. These Grade Level Content Expectations will be addressed immediately and assessments will be conducted focusing on mastery of the material. It is our objective to increase performance on these Grade Level Content Expectations to 82% or greater.

All school stakeholders, including students, are engaged in creating a culture of excellence. Therefore, the primary criterion employed in decision-making is the impact of the decision on student achievement. Staff members believe that all students can learn and achieve to high standards and students are actively engaged in the learning process throughout the school day.

Consider how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).





What was Discovered/Concluded:

- A. The school places particular value on the diversity of its population. It demonstrates this belief through the diversity of its communication systems taking into account language, culture, economic status, and belief systems. Staff members are constantly looking for ways to bridge the gap between the culture at home and the school in order to develop meaningful conversations.
- B. Enrollment continues to decline
- C. Staffing remains consistent in that there is a minimum of 2 teaching positions unfilled due to staff issues i.e.; medical leaves, fluctuation in enrollment, etc;
- D. Fiscal Resources – Title I for FY11, Vetel lost 1 – ELS Specialist and 1 Student Service Assistant.
- E. Vetel Elementary has not been allotted an assistant principal due to less than 700 students.
- F. A new school is scheduled to open in FY12. Vetel/Harding & Gompers are expected to merge into the new facility.
- G. Female students at Vetel Elementary out perform their male counterparts in most categories. We have seen increases over the last three years but our average performance is still at least 20% below the state average in Reading & Math. Students with disabilities need to be included in the General Education classes in the area of Reading & Math with Special Ed Aides to support our SPED population receives the same material as the general education population.
- H. Parent participation for conferences is extremely low and is directly related to student achievement.

Subgroup Non-Academic Analysis

Year: 2009-2010

Group	# Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
SES									
Race/Ethnicity									
Disabilities	47	X			8			3	
LEP									
Homeless									
Migrant									
Gender									
Male	261	X							
Female	247	X							
Totals	508								

Year: 2009-2010

Group	# of Students	# of Retentions	# of Dropouts	# Promoted to next grade	Mobility	
					Entering	Leaving
SES	15				0	0
Race/Ethnicity						
Disabilities	47					
LEP						
Homeless						
Migrant						
Gender						
Male	261					

Female	247					
Totals	508					

Number of Students Enrolled in Extended Learning Opportunities

Year: 2009-2010

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	# of Students who have approved/reviewed EDP on file
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
9					
10					
11					
12					

2. School Building Capacity – Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant. Place a check in each box by the funding that will be used to support your SIG grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

<input checked="" type="checkbox"/> General Funds <input type="checkbox"/> Title I Part A <input checked="" type="checkbox"/> Title I School Wide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input checked="" type="checkbox"/> Title I School Improvement (ISI)	<input type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input checked="" type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input checked="" type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input checked="" type="checkbox"/> Early Reading First	<input checked="" type="checkbox"/> Special Education
Other: Pre-implementation funds for \$179,000; \$35,000 for School Improvement			

3. School Building Commitment

Evidence of a strong commitment should be demonstrated through the district's and school's ability and willingness to support and implement the selected intervention for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

a. Describe the school staff's involvement in and support of the school improvement application and their support of the proposed efforts to effect change in the school.

Vetal Elementary and Middle School is using several assessment tools in addition to the state assessments. Assessments that will be used are, DIBELS, Burst, Star Reading and Math, MEAP, and Benchmark Quarterly Assessments. Vetal's Instructional Leadership Team (ILT), along with the teachers and all other stakeholders, are committed to using multiple forms of student achievement data and assessments to engage ongoing individual and group progress toward mastery of key Grade Level Content Expectations (GLCEs). The school is using data to adjust instruction based on progress, and plans to do more. Using the analysis of these multiple forms of data, teachers at Vetal will employ highly effective, research-based instructional strategies in a differentiated manner to provide students with the appropriate academic support they need to advance their exhibition in mastering key skills and concepts. By focusing on continuous improvement, meeting to review data, collaborating on lesson plans and assessments, guiding student interventions and planning for outcomes, these learning communities will build capacity in each other and in the school to increase achievement.

School leadership teams will collaborate with support staff and the student governance committees using common prep periods, grade level meetings, professional learning communities, staff meeting and professional and staff development to review and analyze data. The Vetal staff will also develop an ingenious means of communication that revolves around the parents, community, and all other stakeholders. There will be a massive increase in promoting the use of technology with outside consultants rendering technological professional

development. All students will have access to 21st century technology with adequate technology labs.

The faculty at Vetal has a strong commitment to increasing student attendance as another lever for change. Students missing school has a strong correlation to declining scores. By conducting ongoing analysis of attendance patterns and trends and developing some data-informed interventions to improve school climate, they expect to move toward a marked reduction in the amount of student suspensions, transience and absences. Loss of student instructional time is a key barrier to student achievement and the staff has agreed to commit to a set of practices that protect instructional time, regardless of the external threats. They have agreed to:

- Developing a clearly-defined, fully implemented and well-supported student behavior model for all grades: Pre-Kindergarten through 8th.
- Setting clear expectations for student behaviors to minimize disruptions to instructional time
- Developing in-house suspensions to keep students in school and engaged in completing class work rather than banned from the campus
- Ensuring teachers work on engaging lessons and articulate pacing to support high mobility students that transition often between and among schools.

The administration and instructional specialists will monitor the paced instruction through classroom observations, peer review and study groups to ensure that attendance becomes a high priority for both students and staff.

Four Instructional Specialists will be hired to work closely with the faculty and staff of Peter Vetal Elementary to implement the Response to Intervention (RtI) Model. Divided equally, these specialists will focus on the areas of mathematics and English Language Arts. They will also provide guidance for teachers who will attend the Michigan Behavior and Learning Support Initiative (MiBLSi) training in order to implement Positive Behavior Support (PBS) and the RtI Reading Model.

One Academic Engagement Administrator will be hired to closely monitor and coordinate the efforts of the instructional specialists, Teachscape, Wayne RESA Coaches, and all other collaborators. The Academic Engagement Administrator will research best practices to provide professional development to the faculty and staff based on formative and summative data analysis and management; implemented intervention strategies; and surveys of faculty, parents, and students.

Supporting and reinforcing positive behavior is a key component to increased student attendance rates. Positive Behavior Support (PBS) is a corrective self-discipline classroom intervention that is used to prevent students from excess suspensions.

PBS incorporates an agreed-upon contract between the teacher, the student and the parent to which the student must adhere to prevent being referred to the office. Students are taught how to be respectful, responsible and safe during arrival and departure to and from school, recess, lavatory time, walking in the hallways, in the classroom, cafeteria, office, field trips and on the school premises.

When students are in violation of the Student Code of Conduct, there is a process and procedure that must be followed before a referral is sent to the office. The student is given a verbal warning, a written warning that reflects the student's behavior to infuse self adjustment and a phone call to the parent. The student must sign a PBS form whenever there is a violation. PBS is a tool that is used to teach respect for self and others.

For students with severe at-risk behaviors intensive one-on-one and small group intervention will be necessary. The Student Counselor will work collaboratively with consultants to implement programs designed to teach students how to recognize, manage, and avert situations, groups, and individuals that exhibit anti-social behaviors. These behaviors lead to repeated suspensions, participation in gang-like activity, incarceration, etc... To improve student transitions from middle school into high school; the Student Counselor will work collaboratively with middle school and local high school staff to incorporate best practice methods for high school transition.

Meeting Notes 2/9/11 Instructional Leadership Team (ILT) Teachscape

Time 9 a.m. to 12 p.m.

- Set monthly meetings up for perspective calendar dates
- Discuss what the Instructional Leadership Team (ILT) team is and does: Instructional Leadership Team does the planning to help balance the approach around curriculum
- Collecting walkthroughs (CWT) (45-60) minutes
- Inputting CWT into Teachscape system
- Walkthroughs should be 4-7 minutes
- Doing co-walks (week of Feb. 15, 2011)
- Determine a focus (Focus on what kinds of things in our schools) Focus on researched-based strategies
- Remember to always have an agenda for ILT team meetings

Dates for next ILT team meetings

3/11/11 1:10 p.m. to 2:10 p.m.

3/31/11 1:55 pm. to 3:15 p.m.

4/14/11 1:10 p.m. 1:10 p.m. to 2:10 p.m.

4/29/11 1:55 p.m. to 3:15 p.m.

5/12/11 1:10 to 2:10 p.m.

5/27/11 1:55 p.m. to 3:15 p.m.

6/8/11 at Staff Meeting 3:30 to 4:30 p.m.

Peter Vetal Elementary and Middle School: School Improvement Meeting Minutes

February 10, 2011

The meeting was called to order at 10:15a.m.

Attendees:

Lynette Blocker, Process Manager

Natashia Carter, Technology Coach

Josavanna Davis, Teacher

Nesha McDougale, Numeracy Coach

Business:

The School Improvement Team members completed a PMT Request for Services Application for Wayne RESA coaches in the content areas of ELA, mathematics, and Students with Disabilities.

Governance Committees will be set up to represent each of the 5 School Improvement Strands: Teaching and Learning, Leadership, Personnel and Professional Learning, School and Community Relations, Data and Information Management. Each committee must have a SIT member to chair and every staff member must volunteer on one of the committees. Teams must identify the strengths and weaknesses in each area.

Members reviewed the DPS Suggested Research-Based Professional Development providers to schedule PD days. Ms. Carter has attempted to contact the providers on the list, but has not been able to reach anyone. Members agreed that a “True Colors” workshop would be beneficial (Contact Person: Sabrina Johnson). We can also use Wayne RESA and Teachscape consultants to provide professional development.

Members reviewed the corrections to the Title One Component Schoolwide Plan.

The next School Improvement Team meeting is March 11, 2011 at 12:30 p.m.

The meeting adjourned at 12:20p.m.

b. Explain the district and school’s ability to support systemic change required by the model selected.

The District convened interview committees consisting of the regional superintendents, other central staff, parents and community representatives. These committees interviewed principals for Priority Schools (including SIG schools). The interview questions reflected the components of whole school reform and competencies of turnaround leaders. Candidates were rated according to how well they were able to respond to each question. Through these processes, the District identified Philip Vanhooks as the principal for Peter Vetel.

The District conducted individual principal performance reviews to:

- Assess each principal’s performance relative to expected outcomes

- Provide critical formative and summative feedback to inform each principal's work on how to effectively use resources to improve teaching and learning
- Determine professional growth needs and required district support
- Provide insight relative to critical organizational and contextual factors that impact improvements in teaching and learning in each principal's building
- Promote personal self-reflection and continuous professional learning
- Determine which principals meet the core requirements of a turnaround leader

Mr. Van Hooks and Instructional Leadership Team at Vetat will employ a variety of strategies and processes to ensure a high degree of collaborative engagement on the part of parents, the community and outside experts. Individually and as partners, the Vetat staff and Teachscape are fully committed to the urgent transformation of student achievement at the newly-created Vetat School – rapidly, transparently, dramatically and measurably.

The proposed activities to drive, support and sustain these goals are embedded in these three overarching levers of change:

(1) Transformation Leadership –as a successful Transformation leader, Peter Vetat Elementary School's principal, Philip Van Hooks will work with Detroit Public Schools Central Office Support and external partner provider, Teachscape, to develop his leadership capacity as he effectively mounts, supports and sustains research-based changes, strategies, and practices. The district is creating an office of priority schools to support us in our efforts. The District is currently working to create the Office of Priority Schools.

The Office of Priority Schools will include the following staff:

- **Assistant Superintendent for Priority Schools-** This individual is responsible for the coordination of all Priority School support (external) support, such as WRESA Coach support SEA support, partner providers and others) and the monitoring, evaluating, and support schools require to fully implement the selected reform model. In addition, the Assistant Superintendent will also be responsible for monitoring the effectiveness of the

level and type of support providing by external support agents. The Assistant Superintendent assigned is Dr. James Ray.

- **Priority School Coaches**-Priority School Coaches are responsible for providing on-site professional development and support for principals and teachers around the work required to implement the reform model. Coaches are also responsible to collecting data and evidence that will be shared with the Assistant Superintendent for Priority Schools and the Office of Professional Development to inform the professional development and support program for each school. The Priority School Coach assigned to Peter Vetel is Yulonda Walker.

(2) Effective Teaching – promoting and supporting the use of research-based instructional strategies to ensure effective instruction in every classroom. The teacher evaluation process/tool was developed in collaboration with the Detroit Federation of Teachers. The evaluation tool is based on a continuous improvement model comprised of the following key elements:

1. **Core competencies that define effective teaching** – professional standards that define what teachers should know and be able to do:

- a. Domain I: Planning and Executing Effective Instruction
- b. Domain II: Creating and Managing a Learning Environment
- c. Domain III: Maintaining a Professional Learning Community Through Teacher Leadership

2. **Outcomes-Driven** – Directly links student academic and non-academic performance measures to teacher practice (in-puts”) 18

3. **Evidence-Based** –Evaluation is tied to concrete evidence that ensures assessments of performance are not based on arbitrary decisions

4. **Guidelines for Evaluation Teacher Practice** – Provides specific guidelines as to how to assess/ measure teacher effectiveness.

5. **System of Professional Development and Support** – Aligns teacher learning needs, performance standards, and the appropriate professional development/support.

6. **Self-Assessment-** Designed to support self-evaluation and reflection on performance and planning for personal improvement

7. **Accountability** – provides direction for the removal of ineffective teachers who do not improve.

(3) **Pervasive Data Culture** – collecting, analyzing and applying a range of achievement, instructional, operational and trend data to identify needs, inform interventions, guide instruction, monitor implementation of the interventions and measure their impact.

Detroit Public Schools has engaged Houghton Mifflin Harcourt (HMH) to implement their Learning Village system. Learning Village will provide teachers and administrators with

universal access to the following information critical to the teaching and learning process: curriculum mapping and standards alignment; supplemental content to support the literacy and math models of DPS and differentiated instruction; assessment data reporting to inform instruction; benchmark assessment item banks; and online instructional content through Destination Math and Reading. Learning Village provides resources for data driven decision making through Data Director and the Assess2Know item banks.

(4) Shared Decision Making - In order to advance instructional reform and operate in a shared decision-making model a Joint Labor-Management Shared Decision-Making application will be submitted to the district. A school based leadership team will be established and will consist of no more than 12 committee members, principal, DFT union representative, and 4 teachers. The School Leadership Team will work collaboratively in identifying issues, defining goals relative to academic achievement, developing school budgets, and establishing policies and practices by consensus. This level of autonomy will allow Peter Vetel Elementary to have more flexible work conditions to meet the building's individual needs.

(5) School Based-Performance Pay – Criterion and benchmarks for school-based performance pay will include measurable improvements in student and staff attendance on a school-wide basis, performance on standardized tests, overall student grade point average, graduation rates, reduction in drop-out rates, attaining and maintaining Adequate Yearly Progress and other provisions identified by the No Child Left Behind Act.

(6) Flexible Work Conditions – As a High Priority School, Vetel Elementary staff members have agreed to the following:

a. **Extended school day and year**

Extended day is from 3:30 p.m. to 6:00 p.m. on Monday, Tuesday, and Thursday. The Extended Day will provide extracurricular opportunities to increase achievement in the critical areas of science, technology, and engineering, arts for our 7th and 8th graders and reading and math to all students. Extended day is offered to all students. Each day the students experience a 1-hour supplementary

reading period, 1-hour supplementary math period, 20 minutes for a light supper and 5 minutes for both class change and dismissal.

b. Participation in the Shared Decision-Making process

In order to advance instructional reform and operate in a shared decision-making model a Joint Labor-Management Shared Decision-Making application will be submitted to the district. A school based leadership team will be established and will consist of no more than 12 committee members, principal, DFT union representative, and 4 teachers. The Peter Vetal Instructional Leadership Team will work collaboratively in identifying issues, defining goals relative to academic achievement, developing school budgets, and establishing policies and practices by consensus. This level of autonomy will allow Peter Vetal Elementary to have more flexible work conditions to meet the building's individual needs.

c. Hiring based on selective application process

A staff selection committee was identified for each Priority School. Each Priority School's staff selection committee is made up of the following participants:

- School Principal
- Designee of the Academic and Accountability Auditor
- Designee of the DFT Executive Board
- School building's DFT building chairperson

The selection committee is responsible for interviewing and selecting staff at Priority Schools.

d. Retention of staff based upon performance, not seniority

Staffing is on an application basis. All interested staff must apply to become a member of a Priority School. Teachers selected for the Priority Schools must possess a valid Michigan teaching certificate (or applicable license) with an endorsement in the content area and/or specialty skill for their assignment, and meet the Highly Qualified requirements of No Child Left Behind and Individuals with Disabilities Education Acts. In the event a Priority School is unable to fill positions from the active teacher applicant pool, the principal may choose from the District's lay-off list

or select an external candidate. Upon selection to serve in a Priority School, a member will be required to complete prescribed professional development specifically designed to meet the needs of the Priority Schools that will lead to a Certificate of Qualification.

e. Participation in mandatory prescriptive and prescribed professional development

Professional Development in the Detroit Public School District is designed as an on-going part of the daily life of the school. Professional Development activities are designed to be directly related to the educational goals indicated in the District's Academic Plan and provide ongoing and systematic assessment and improvement of teaching and learning. The DPS Comprehensive Professional Development Plan offers substantial opportunities to educators and support personnel both at the school level and through District department-sponsored professional development. The current Collective Bargaining Agreement allows for 1-hour a week mandatory professional development time beyond the regular school day.

Working collaboratively with The Office of Professional Development Services, Peter Vetal Elementary will be implementing a database for every employee that identifies what professional development the employee has participated in over the course of their employment. With this system, teachers will be able to pull up their personal transcripts at any time. Principals and other supervisory personnel will have access to individual transcripts as well as building transcripts. Therefore, a principal will be able to pull up the building transcript for the school and identify which teachers have attended a specific professional development opportunity. This will provide the principal a valuable tool in supporting conversations relative to feedback on teacher instructional performance and the development of teacher professional improvement planning. The database will be maintained by the Office of Professional Development Services and will also contain the data from evaluations of specific sessions. These evaluations will necessarily be brief and reflect only how

the participants felt about the experience and whether or not they learned anything they felt valuable.

The school will partner with Teachscape and other ancillary service providers/services to build a municipality to drastically improve and sustain increased student achievement.

Trainers will work with the faculty, staff, administration, and local school community organization of Peter Vetal Elementary to build up a professional learning community. During this process, all vested parties will revisit the Mission, Vision, Values, and Goals of the school; Sustaining the school improvement process; Curriculum in the Learning Community; & the Roles of the principal, teachers, and parents in a professional learning community. Trainers will also provide professional development in the effective use of current technologies for immediate classroom use.

Vetal school is using data to drive its decisions related to instruction. As partners in building a pervasive data culture, Teachscape will support and coach the work of both the instructional leaders and classroom teachers on using data to inform effective instructional decisions and measurable changes in practice. Teachscape specialists will support their ongoing coaching with two technology-mediated tools to ensure the efforts are sustained beyond the three-year period: (1) the Teachscape Classroom Walkthrough Tool (CWT) and (2) REFLECT, to facilitate video capture of teacher practice for teachers to work independently or with peers to self-analyze their practice relative to frameworks, engage in lesson study and identify areas of teaching strengths and their professional learning needs.

Supplemental supplies and materials will be purchased for classroom use in all grades pre-k through 8th grades in the subjects of math, science, English language arts, and social studies.

Some positions and proposed activities will be contingent on School Improvement Grant funding.

4. School Improvement Intervention Plan—5 page limit

Describe in narrative form the building plan for implementing the intervention model selected.

Vetal Elementary and Middle School collects, analyzes, and shares data with internal stakeholders. Vetal's Instructional Leadership Team (ILT), along with the teachers and all other stakeholders, are committed to using multiple forms of student achievement data and assessments to engage ongoing individual and group progress toward mastery of key Grade Level Content Expectations (GLCEs). Using the analysis of these multiple forms of data, teachers at Vetal will employ highly effective, research-based instructional strategies in a differentiated manner to provide students with the appropriate academic support they need to advance their exhibition in mastering key skills and concepts. Vetal is using data to develop and refine plans and goals based on needs and by focusing on continuous improvement, meeting to review data, collaborating on lesson plans and assessments, guiding student interventions and planning for outcomes, these learning communities will build capacity in each other and in the school to increase achievement.

In our efforts to prepare for phase two of the SIG process Vetal Elementary School has decided to conduct the following pre-implementation activities:

- A. Incentive stipends for members of the School Improvement and Instructional Leadership Teams for their extra time and effort toward the leadership of the school;
- B. Professional development with Dr. Jay B. Marks & Associates focusing on the role of race and ethnicity in urban public education, increasing achievement of African American Male students, and merging the faculties, student, families, and communities of Peter Vetal Elementary and Gompers Academy in the new Gompers Pre-K through 8th Grade of Brightmoor.
- C. Provide iPad computers for member of the school improvement and instructional leadership teams to conduct classroom walkthrough for the peer review process.
- D. Purchase 7 digital projectors to use with Smartboard technologies already in the building.

- E. Professional development with Wrightway Consulting on the implementation of promising practices formulated from evidence based research and assessment data taken from summative and formative evaluations. Wrightway Consulting will analyze data from both Peter Vetel Elementary & Gompers Academy to look for best strategies for both groups of students.
- F. Faculty from Peter Vetel and Gompers Academy will receive workshop stipends for their participation in the professional development.
- G. James Penix of Concept Redirect will provide parent and community workshops credit recovery for overage students, youth substance abuse, time management for parents, and strategies to efficiently and effectively merge the Gompers Academy and Peter Vetel Elementary parent populations into one school

School leadership teams will collaborate with support staff and the student governance committees using common prep periods, grade level meetings, professional learning communities, staff meeting and professional and staff development to review and analyze data. The Vetel staff will also develop an ingenious means of communication that revolves around the parents, community, and all other stakeholders. There will be a massive increase in promoting the use of technology with outside consultants rendering technological professional development. All students will have access to 21st century technology with adequate technology labs.

The faculty at Vetel has a strong commitment to increasing student attendance as another lever for change. Students missing school has a strong correlation to declining scores. By conducting ongoing analysis of attendance patterns and trends and developing some data-informed interventions to improve school climate, they expect to move toward a marked reduction in the amount of student suspensions, transience and absences. Loss of student instructional time is a key barrier to student achievement and the staff has agreed to commit to a set of practices that protect instructional time, regardless of the external threats. They have agreed to:

- Developing a clearly-defined, fully implemented and well-supported student behavior model for all grades: Pre-Kindergarten through 8th.

- Setting clear expectations for student behaviors to minimize disruptions to instructional time
- Developing in-house suspensions to keep students in school and engaged in completing class work rather than banned from the campus
- Ensuring teachers work on engaging lessons and articulate pacing to support high mobility students that transition often between and among schools.

The administration and instructional specialists will monitor the paced instruction through classroom observations, peer review and study groups to ensure that attendance becomes a high priority for both students and staff.

Four Instructional Specialists will be hired to work closely with the faculty and staff of Peter Vetel Elementary to implement the Response to Intervention (RtI) Model. Divided equally, these specialists will focus on the areas of mathematics and English Language Arts. They will also provide guidance for teachers who will attend the Michigan Behavior and Learning Support Initiative (MiBLSi) training in order to implement Positive Behavior Support (PBS) and the RtI Reading Model.

Supporting and reinforcing positive behavior is a key component to increased student attendance rates. Positive Behavior Support (PBS) is a corrective self-discipline classroom intervention that is used to prevent students from excess suspensions. PBS incorporates an agreed-upon contract between the teacher, the student and the parent to which the student must adhere to prevent being referred to the office. Students are taught how to be respectful, responsible and safe during arrival and departure to and from school, recess, lavatory time, walking in the hallways, in the classroom, cafeteria, office, field trips and on the school premises.

When students are in violation of the Student Code of Conduct, there is a process and procedure that must be followed before a referral is sent to the office. The student is given a verbal warning, a written warning that reflects the student's behavior to infuse self adjustment and a phone call to the parent. The student must sign a PBS form whenever there is a violation. PBS is a tool that is used to teach respect for self and others.

For students with severe at-risk behaviors intensive one-on-one and small group intervention will be necessary. The Student Counselor will work collaboratively with consultants to implement programs designed to teach students how to recognize, manage, and avert situations, groups, and individuals that exhibit anti-social behaviors. These behaviors lead to repeated suspensions, participation in gang-like activity, incarceration, etc... To improve student transitions from middle school into high school; the Student Counselor will work collaboratively with middle school and local high school staff to incorporate best practice methods for high school transition.

The Principal, Academic Engagement Administrator and School Leadership Team at Vetat will employ a variety of strategies and processes to ensure a high degree of collaborative engagement on the part of parents, the community and outside experts. Individually and as partners, the Vetat staff and Teachscape are fully committed to the urgent transformation of student achievement at the newly-created Vetat School – rapidly, transparently, dramatically and measurably.

The proposed activities to drive, support and sustain these goals are embedded in these three overarching levers of change:

School discusses how they will approach integrating the SIG activities into their School Improvement Plan

1. **Transformation Leadership** – as successful Transformation leaders, Peter Vetat Elementary will implement a newly designed co-principal administrative model to build the capacity of the leadership as they effectively mount, support and sustain research-based changes, strategies, and practices. The district is creating an office of priority schools to support us in our efforts.
2. **Effective Teaching** – promoting and supporting the use of research-based instructional strategies to ensure effective instruction in every classroom.
3. **A Pervasive Data Culture** – collecting, analyzing and applying a range of achievement, instructional, operational and trend data to identify needs, inform

interventions, guide instruction, monitor implementation of the interventions and measure their impact.

4. **Shared Decision Making** - In order to advance instructional reform and operate in a shared decision-making model a Joint Labor-Management Shared Decision-Making application will be submitted to the district. A school based leadership team will be established and will consist of no more than 12 committee members, principal, DFT union representative, and 4 teachers. The School Leadership Team will work collaboratively in identifying issues, defining goals relative to academic achievement, developing school budgets, and establishing policies and practices by consensus. This level of autonomy will allow Peter Vetel Elementary to have more flexible work conditions to meet the building's individual needs.
5. **School Based-Performance Pay** – Criterion and benchmarks for school-based performance pay will include measurable improvements in student and staff attendance on a school-wide basis, performance on standardized tests, overall student grade point average, graduation rates, reduction in drop-out rates, attaining and maintaining Adequate Yearly Progress and other provisions identified by the No Child Left Behind Act.
6. **Flexible Work Conditions** – As a High Priority School, Vetel Elementary staff members have agreed to the following:
 - d. Extended school day and year
 - e. Participation in the Shared Decision-Making process
 - f. Hiring based on selective application process
 - g. Retention of staff based upon performance, not seniority
 - h. Participation in mandatory prescriptive and prescribed professional development

Supplemental supplies and materials will be purchased for classroom use in all grades pre-k through 8th grades in the subjects of math, science, English language arts, and social studies.

To ensure all strategies are fully implemented, the building principal, representatives from the School Leadership Team, President of the building's Local School Community

Organization, and Academic Engagement Administrator will closely monitor the implementation of the activities prescribed in this plan and make sure that all activities are written into and followed in the building's School Improvement Plan.

5. External Provider Selection

Describe the process the building will use to select external providers or note that the school will select external providers from the MDE pre-approved list.

The school will partner with Teachscape and other ancillary service providers/services to build a municipality to drastically improve and sustain increased student achievement. In order to build a data-informed culture of continuous improvement, the school has partnered with Teachscape; an educational consulting firm focused raising student achievement by improving teaching practice. As a national organization, Teachscape has over ten years of experience working collaboratively with schools to drive, rapid, dramatic, measurable and sustainable improvements in teaching and learning in classrooms, schools and districts in New York City, Baltimore, Boston, Virginia, North Carolina and others. In Year One of the partnership, these specialists will provide professional learning opportunities that include workshop sessions and at-elbow modeling and coaching for the instructional leaders and classroom teachers to enable these professionals to use both instructional practices data and student achievement data to guide, monitor and measure the impact of the improvement strategies.

Trainers will work with the faculty, staff, administration, and local school community organization of Peter Vetal Elementary to build up a professional learning community. During this process, all vested parties will revisit the Mission, Vision, Values, and Goals of the school; Sustaining the school improvement process; Curriculum in the Learning Community; & the Roles of the principal, teachers, and parents in a professional learning community. Trainers will also provide professional development in the effective use of current technologies for immediate classroom use.

6. Alignment of Resources

Describe how the building's human and community resources will be aligned to facilitate implementation of the intervention selection.

Complete information is provided about how the activities will be implemented and by whom.

The Principal and Instructional Leadership Team (ILT) at Vetal Elementary recognize that truly data-driven instructional decision-making is complex, time-consuming work that cannot be sustained if sufficient collaborative time is not built into the weekly school schedule and protected for this explicit purpose. As many have noted, given the multiple demands that compete for the limited time in the school day and year, it is often difficult to create and sustain such collaborative time. However, the ILT at Vetal places high priority on establishing a schedule that fosters ongoing substantive collaboration. With Teachscape's support, the ILT is committed to employing creative though practical means of reinforcing and extending the existing staff meeting and common planning time that currently exists (i.e. Wednesdays and Fridays).

Consultants will be hired to provide trainings and assistance with the implementation of promising practices formulated from evidence based research and student data taken from standardized, normative and in-class assessments.

The Principal, Academic Engagement Administrator and Instructional Leadership Team at Vetal will employ a variety of strategies and processes to ensure a high degree of collaborative engagement on the part of parents, the community and outside experts. This process begins with extensive surveys designed to identify the range of specific talents, interests and dispositions that individuals within the extended Vetal school community possess. Once those talents and interests are identified, the key is to establish processes to engage and capitalize upon those capacities. The ILT at the Vetal Principal's previous school was able to establish several subcommittees that were highly successful in creating forums for leveraging and channeling the school community's collective energies. These subcommittees included curriculum and instruction, technology, campus beautification, parent involvement, and performing arts.

The school will also collect parent satisfaction data through a variety of means including parent surveys; LSCO/PTA meetings; Open House/Title One Parent Meeting; Family Math, Science

and Reading Nights; Parent Room and parent-teacher conferences. These processes are critical, given the importance—and challenges—associated with establishing a high level of parent involvement in urban schools. During these events, meeting agenda will be provided to show the Transformation efforts of Vetal Elementary were discussed. All parents and community members in attendance at our Open House/Title One Parent Meeting and LSCO/PTA Meetings will receive copies of meeting agendas, Title One budget, the Vetal Academic Plan, the District Academic Plan, the Vetal School Improvement Grant budget, & a summary of the Vetal School Improvement Grant Application.

Peter Vetal Elementary will work collaboratively with Recovery Park, a 501 c3 organization. By collaborating with Recovery Park, Peter Vetal students, parents, faculty, and community partners will commit to the vision of community redevelopment that includes urban farming, education, commercial and housing development as we move the City of Detroit toward financial and environment self-sustainability. Through this collaboration the students, parents, and community partners of Peter Vetal Elementary will help the entire city and its residents recover through personal and economic empowerment.

Peter Vetal Elementary will work collaboratively with Threat Management Centers to bring Survival Scouts to the Brightmoor community. Survival Scouts is a research based program designed to teach children how to recognize anti-social and counterproductive behaviors while outside of the normal school environment. The Survival Scouts program also teaches adults how to recognize and address antagonists, introverts, and gang-like activity before violence erupts.

Peter Vetal Elementary will work collaboratively with Second Ebenezer Church and the Men Affirming Discipline in Education to increase community support and activism toward issues related to community growth and development and student engagement within the Brightmoor community. The Men Affirming Discipline in Education will provide trained hall monitors, parent support during admission and dismissal of school, and coordination of community churches to increase Peter Vetal Elementary School's broad range of services to students,

parents, and adults in the community who desire to increase their personal education and involvement in the neighborhood.

Informed by survey data, the plan is to use various collaborative forums including face-to-face and online opportunities. Some planned face-to-face ongoing activities include weekly staff meetings to discuss both progress and setbacks. Grade level meetings supply feedback from experienced teaching staff. Norms for these meetings are informed by the highly regarded Comer protocol for collaboration. The principal at Vetal is deeply committed to a shared, distributed leadership model in which different members of the community are encouraged, supported and held accountable for providing the leadership in key domains needed to achieve the dramatic improvement that the Vetal community seeks.

In addition, Vetal's partner, Teachscape, provides a rich array of Internet-based multimedia resources to deepen content knowledge and to promote the use of proven, research-based practices. Enhancing the knowledge and skills in both content and pedagogy for administrators and teachers equates to improved achievement for students.

Consultants James Penix and Dr. Jay B. Marks will provide parent and community workshops on financial management, full inclusion of special needs students, effectively using technology, monitoring your children's internet usage, advocating for your child during the I.E.P. process, addressing anti-social and counterproductive behaviors of your child after school and during the summer and other issues that present in the Peter Vetal Elementary community.

Other opportunities for teacher leadership may take the form of volunteering to be on the school improvement team, or being a member of a school committee. Vetal encourages staff members take on leadership roles at staff meetings to discuss areas of importance to the school.

Professional development opportunities for teaching staff include support staff as well.

Paraprofessionals, school counselor, social worker, nurse, psychologist, and speech therapist are all stakeholders in students' success.

7. Modification of local building policies or practices

Describe any local building policies or practices that will need to be modified to assure successful implementation of the intervention; such as an amendment to the collective bargaining agreement if needed.

According to the DFT contract, the implementation of the decisions will be carried out by the principal and other members of the school staff, as necessary. The District and the Union agree that Shared Decision-Making (SDM) is a process in which the School Leadership Team (SLT) will work collaboratively with the Principal in identifying issues, defining goals relative to the Academic Achievement Plan, developing school budgets and formulating policy and the implementation of such. The uniqueness of each school community requires that the organizational and instructional issues discussed are determined by the SLT. The District and the Union agree that in order to achieve SDM at the school level, the SLT must agree to participate in required SDM training and work cooperatively in order to bring about changes, which may include significant restructuring of instruction.

Upon the selection of the staff, each Priority School will select a School Leadership Team (SLT) as described in the collective bargaining agreement.

- Members selected for the Priority Schools must be Highly Qualified in their content areas.
- Teachers in Priority schools shall be required to complete prescribed professional development as designed to meet the instructional needs of the school.
- Flexible working conditions may be necessary to accommodate special requirements in the school.

In addition to the modifications to the collective bargaining agreement described above, Peter Vetel will modify local building policies and practices to address attendance issues, school-wide behavior management programs, flexible work schedules, a more rigorous set of teacher expectations, and a focus on lesson plan development to ensure the development and implementation of clear learning targets, high-yield instructional strategies, quality first

instruction, differentiation, interventions and enrichment. Adjustments to the school master schedule will be implemented to create protected time for the establishment of professional learning communities and job embedded professional development.

8. Timeline

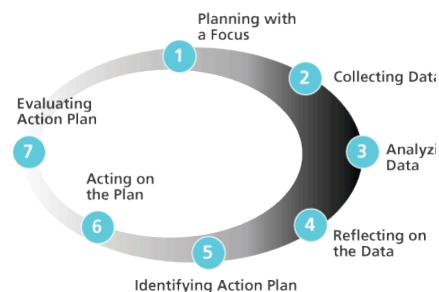
Include a comprehensive 3-year timeline for implementing the selected intervention. For year one, note which activities will occur during the pre-implementation phase of the grant; i.e. before the start of the 2011-2012 school year.

Year One – Building the Data Culture

As partners in building a pervasive data culture, Teachscape will support and coach the work of both the instructional leaders and classroom teachers on using data to inform effective instructional decisions and measurable changes in practice. Teachscape specialists will support their ongoing coaching with two technology-mediated tools to ensure the efforts are sustained beyond the three-year period: (1) the Teachscape Classroom Walkthrough Tool (CWT) and (2) REFLECT, to facilitate video capture of teacher practice for teachers to work independently or with peers to self-analyze their practice relative to frameworks, engage in lesson study and identify areas of teaching strengths and their professional learning needs.

Working with Instructional Leaders: CWT

Teachscape offers professional learning for the Vetral Instructional Leadership Team that is focused on a seven-step walkthrough process proven to support measurable changes in practice. The seven steps include: (1) setting a clear purpose for the walk, based on student data that indicates a problem of practice; (2) collecting common data in a common way, using a PDA; (3) analyzing the data to explore dominant instructional practices, differences between grade bands, changes over time, and multiple other areas of concern; (4) reflecting on and discussing the data, in faculty meetings, PLC sessions, ILT meetings, etc.; (5) using the analyzed data to collaboratively develop an Action Plan to address areas of concern; (6) implementing the Plan; and, (7) using the PDA to monitor the implementation of the plan, measure its impact and determine the focus of new walks.



This iterative process reflects the Plan-Do-Study-Act continuous improvement cycle that guides, supports and sustains changes in practice. It is supported through Teachscape's CWT software that syncs the data and uploads it seamlessly to a private, password-protected database for manipulation and analysis. To ensure the greatest possible flexibility, the set of walkthrough indicators ('look fors') can be completely customized by the school to represent their specific interests and needs.

Working with Instructional Leaders: REFLECT

Teachscape will help the leaders introduce REFLECT, a panoramic digital video camera that allows teachers to film a lesson, analyze it alone or with peers, assess their own practice relative to a framework, engage in lesson studies, annotate and tag the video. Teachers can also upload their lesson plans and examples of student work from the lesson to get the clearest possible understanding of their strengths and their professional learning needs.

Independently, with peers or as part of a practice-focused PLC, teachers will have the opportunity to analyze actual lessons, reflect on their observations and use the data to help inform their understanding of their teaching strengths and areas for improvement. The Teachscape/Vetal partners will work with the teachers to identify data-informed professional learning.

Working with Instructional Leaders: Effective Teaching Strategies

As the instructional leaders begin to shape clear pictures of the instructional practices that shape student outcomes, Teachscape specialists will work with the school leaders to use the data to guide the development of a common core of practice that focuses on the development and application of research-based instructional strategies proven effective in improving teaching and learning. These will include:

- Using Teachscape's library of multimedia learning modules as part of a focused study to help leaders deepen their understanding of Marzano's nine categories of high yield strategies, which will help develop a school-wide focus and frame a common core of practice;

- Providing at-elbow coaching to support the leaders in promoting, leading and supporting data-informed instructional groupings and differentiated approaches to teaching and learning in every classroom;
- Applying the Teachscape online library and video captures of school-based teaching (with the permission of the teachers) to develop a common vision of effective teaching practices and a language to support the visions; and
- Using the CWT tool to monitor implementation of the strategies and measure their impact on improved instruction.

Although the bulk of Teachscape’s work focuses on the capacity of instructional leaders (ILTs), Teachscape will work directly with teachers – explaining, modeling, co-planning and co-teaching to build deep teacher understanding of research-based instructional practices and proven ways to integrate these effectively with classroom practice.

Working with Teachers: Promoting Reflection and Self Analysis

Teachscape partners, at the request of the instructional leaders, will provide support and guidance to the teachers in using video capture to reflect on their teaching practice, promote self-analysis of teaching strengths and professional learning needs, and identify professional learning opportunities offered through the district, the school or through Teachscape tools and resources. The intent of this direct intervention with teachers is to model the change practices for instructional leaders, then support the leaders as they work directly with the teachers.

The REFLECT camera, online reflection activities, peer discussions and self-analysis will frame the described activities.

Working with Teachers: Applying Effective Instructional Strategies

Teachscape specialists will help teachers understand how to apply appropriate instructional strategies to their teaching practice in focus areas. The specialists will offer seminars as part of after-school professional learning time, during grade meetings or as part of faculty meetings, and will follow this up with observations, using the CWT tool to monitor implementation and

measure the impact of the professional learning, and with at-elbow coaching to ensure the practices are implemented effectively.

Instructional leaders will observe the work of the Teachscape specialists and develop plans to implement the work on their own.

Apangea Learning Incorporated's Math Program will be used to provide online tutoring for students in grades 3 through 8 to improve students' knowledge, understanding, and application of grade level content expectations. Apangea Math is an integrated program that monitors the growth of students individually as they progress toward mastery. Online tutors, math instructional specialists, and classroom teachers will work closely to monitor progress and modify instruction for all students.

Years Two and Three – RTI

Beginning in Year Two, Vet al and Teachscape will design, develop, and implement a three-tiered data-based Response To Intervention (RTI) approach to improve teaching practice, student achievement and student behavior. To ensure effective development and implementation of the tiered instruction, the partners will develop and provide specific professional learning that focuses on: full implementation of the scientifically-based and aligned curriculum; understanding and applying a range of differentiation techniques; ongoing progress monitoring; instructional grouping strategies; use of benchmark, diagnostic and formative assessments to inform instruction and monitor student learning; and specific instructional strategies to support teachers and aides in working effectively with small learning groups.

Tier I

The RTI process begins by screening all students and identifying those at risk of not meeting proficiency. School staff will conduct the screenings, using an instrument selected by the school and vetted by the district. While the progress of all students will be monitored through the RTI process, special attention will be paid to the identified students.

- **Collecting and Analyzing Schoolwide Data**

In addition to screening, school leaders and Teachscape partners will conduct a comprehensive and in-depth analysis of the school's data – student achievement data, instructional practice data and trend data. This analysis will provide a baseline understanding of teaching and learning strengths and needs, and inform questions about practice that frame walkthroughs to provide common instructional data that is collected in consistent ways.

To ensure data is collected and analyzed frequently to inform instruction and interventions in meaningful ways, the partners will create data walls to publicly monitor student progress and portfolios for identified students to monitor the efficacy and impact of the interventions provided.

Once the data systems are developed, the instructional leaders and partners need to identify and align research-based curriculum for the core academic areas.

- **Implementation of Scientifically-Based Curricula**

The school has committed to implement the findings of the National Reading Panel (2002) in selecting and implementing reading curriculum for Tier I that includes the five key components (phonemic awareness, phonics, fluency, vocabulary development and comprehension) and that also include explicit and systematic instruction, and organizational and instructional routines that are consistent across grade levels (Hughes and Dexter, 2007). Core mathematics curricula will have a clear research base, and also offer explicit instructional strategies and clear organizational and instructional routines that are consistent across grades.

Setclae African Centered History Materials will be purchased to support the district's effort to promote an African Centered Curriculum. These materials provide information on the traditions and legacy of the African Diaspora and its development throughout known human history.

Teachscape staff will support the school staff in using these materials with fidelity by helping school staff unpack the MDE and Common Core standards, align the curricula – horizontally and vertically – with the standards, pace the curriculum relative to district guidelines and also

provide opportunities for extra practice and for enrichment, and develop lesson studies focused on the aligned curricula.

Faculty have committed to using the selected curricula as part of the core (Tier I) instruction for all students, differentiating and supplementing (Tiers II and III) as appropriate.

To ensure the selected curricula is aligned vertically as well as to standards, Teachscape partners will provide access to their Curriculum tool, which will align the curricula, and will offer professional learning workshops to help teachers and leaders unpack the standards, identify gaps and duplications across grades, and identify effective strategies for implementing the curricula to address the learning needs of every student.

Learning Village system has been implemented as a resource that provides teachers and administrators with universal access to the following information critical to the teaching and learning process: curriculum mapping and standards alignment; supplemental content to support the literacy and math models of DPS and differentiated instruction; assessment data reporting to inform instruction; benchmark assessment items banks; and online instruction content through Destination Math and Reading. By using the Learning Village system administrators will be able to verify and support teachers in the instruction of specific students in the classroom by monitoring instruction and intervention resources being used; monitoring standards being taught; identifying gaps in the curriculum and professional development in regards to addressing State standards and student needs

Leaders, with support from the Teachscape partners, will use the CWT tool to monitor implementation and ensure the curricula are implemented with fidelity.

- **Assessments and Progress Monitoring**

Effective, achievement-focused instruction is based on ongoing assessments and progress monitoring to monitor the implementation of the selected interventions and measure their impact on teaching and learning. Detroit Public Schools provide a wide range of data that include state assessments (MEAP), quarterly benchmark testing and assessments such as DiBELS, Burst, Start Reading and others.

The Vetal staff have committed to using ongoing formative assessments to monitor student progress relative to goal, inform instructional practices, such as grouping, and using a ‘backward design’ (Wiggins and McTighe, 1998) to help drive the expected outcomes. Teachscape partners will support this through focused sessions on Data Literacy and technical assistance in unpacking and analyzing the data – not to label students, but to inform teaching and learning. The end result will be assessment-focused classrooms in which the expectations are transparent as well as high, and the assessments are integrated with the curriculum and instruction.

- **Differentiated Instruction**

Tier I instruction is designed as highly effective instruction for all students. Implementing this well rests on effective approaches to differentiation.

The Vetal faculty is committed to addressing student needs by differentiating instruction relative to deliver, time, content, process, product, and/or learning environment (Tomlinson, 2001). As a key component of Tiered instruction, faculty and Teachscape staff will work collaboratively to identify the differentiated learning needs of the students, provide differentiation as defined in Tomlinson’s body of work and monitor the progress of the student carefully to ensure they are on track to meeting their learning goals.

Differentiation will place the students at the center of the teaching/learning dyad and will include: differentiated instructional practices, such as peer tutoring, shared reading, instructional groupings, etc.; differentiating the time for identified students to complete the learning activities; differentiating the work (products) students will submit as evidence of their learning; and/or differentiating the content. Making this happen, however, depends on the degree to which teachers are prepared to implement differentiated instruction.

Teachscape will support this development by offering professional learning that is informed by data and provided through both workshops/seminars, professional learning communities, job-embedded professional learning, and at elbow coaching for teachers and leaders. In addition:

- The partners have committed to facilitating self-analysis of teaching practice by engaging volunteer teachers in analyzing videos of their own practice and in framing strategies to improve their practice.
- Teachscape partners will model effective coaching, co-planning and co-teaching for the school's leadership, building on their capacity to provide data-informed and achievement-focused professional learning.
- The Instructional Leadership Team will work with Teachscape partners to enhance their capacity to promote, support and sustain effective teaching practices and improved student achievement.
- School leaders will meet monthly as part of an achievement-focused Leadership PLC to discuss and share successful practices, identify and address common problems of practice and build their own skills as instructional leaders.

Trainers will collaborate with the faculty and staff of Peter Vetel Elementary to enhance our Robotics program as we prepare our students to meet the expanding technology requirements present in the Michigan G.L.C.E.'s for grades K-8. We will expose our students to career options in aerospace, urban agriculture, and renewable energy development. Robotics will serve as an across the curriculum program that integrates science, technology, mathematics, and English Language Arts skills into a thematic presentation.

Robotics kits, programming software, workbooks, and laptop computers will be purchased in our efforts to increase our students' knowledge and ability to use the technologies of the 21st Century. It is our effort to close the digital gap between students who are rarely exposed to sensitive and up-to-date pieces of technology.

Trainers will provide professional development of staff for the implementation of the Apangea Learning Solutions Online Math Tutoring program will take place as quickly as possible. Faculty, instructional specialists for math, and administration will closely monitor and assess the improvement of all students as we progress toward our total population's mastery of grade appropriate math skills.

Tier II

Tier II, which is small group instruction, will be provided for those students for whom effective core classroom instruction is simply not sufficient. Students in Tier II will participate in additional instruction daily, both in small groups during the regular school day and in extended time instruction, to which the Vet al faculty has already committed.

Students participating in Tier II instruction will receive an additional 25-30 minutes of explicit instruction in addition to the Tier I literacy and math blocks. School aides will be trained by the partners and assigned to support Tier II efforts with very small groups (1-5) of youngsters with homogeneous learning needs.

Tier II efforts are designed to supplement and enhance, not replace, Tier I core teaching.

Weekly progress monitoring will help ensure the fine-tuning necessary to keep the struggling students on track relative to meeting their learning goals. The data-informed approach will be implemented through trained staff using research-based supplemental learning materials and resources.

Tier III

Tier III instruction will be provided for that small group of students who are still struggling after Tier II instruction is provided. As with Tier II, additional time (50-60 minutes) will be provided for intensive instruction on a daily basis. Aides will work with even smaller groups of children (1-3), supporting learning activities developed by a specialist, in collaboration with the classroom teacher. These youngsters will continue to participate in the Tier I core teaching. Tier II is intensive supplemental intervention that is guided by data and implemented through research-based instructional materials.

The Vet al staff and their Teachscape partners are committed to providing a tiered instructional approach that is rooted in ongoing and comprehensive assessment and progress monitoring, aligned to standards, informed by research-based curricula that is implemented with fidelity and paced intelligently, and offered by staff who engage in collaborative efforts to mount, analyze, refine and sustain the quick improvement efforts.

9. Annual Goals

Determine the school's student academic achievement goals in reading and mathematics **for each of the next three years** as determined by the state's assessments (MEAP/ MME/Mi-Access). For example, if the present proficiency rate in mathematics is 18%, what will it be at the end of year one of the grant, year two, and year three.

	Current Proficiency Rate	Goal for 2011-12	Goal for 2012-13	Goal for 2013-14
Reading	74.5	86%	93%	100%
Mathematics	52.1	83%	91%	100%

10. Stakeholder Involvement

Describe the LEA's process for identifying and involving stakeholders in the selection of the intervention model and the preparation of the application.

As appropriate, the LEA must consult with relevant stakeholders (students, teachers, parents, community leaders, business leaders, etc.) regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools. Below describe how this process was conducted within the LEA.

A meeting was held with community leaders, parents, teachers, union representatives, and business leaders. The District's plan was presented to them and they were allowed to comment and give input on how to make the application and turnaround plan stronger.

The community was also engaged during the development of the Academic Plan and Master Facilities Plan, both of which were essential parts of the School Improvement application. The Detroit Board of Education passed a resolution approving the School Improvement grant. The agenda from the community meeting and Board of Education meeting are included.

11. Sustaining Reforms

Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends.

In order to sustain the reforms after the funding period ends, the

District will:

_ Build staff capacity to take on full ownership of school reform effort and continue work once partners and funding cease to exist.

_ Maintain the “Priority Schools” cluster. As schools make progress, transition schools to back to the regular cluster structure. Scaffold the level of support

Schools receive and monitor progress to ensure schools continue progress.

_ Maximize the General and Title funding sources, as well as support from the philanthropic and business communities, universities, and other grants.

Section B.

Complete the attachment that describes the requirements and permissible activities for the chosen intervention.

Attachment A – Transformation

Develops teacher and leader effectiveness, implements comprehensive instructional programs using student achievement data, provides extended learning time and creates community-oriented schools. Transformation efforts of Vetat Elementary were discussed. All parents and community members in attendance at our Open House/Title One Parent Meeting and LSCO/PTA Meetings will receive copies of meeting agendas, Title One budget, the Vetat Academic Plan, the District Academic Plan, the Vetat School Improvement Grant budget, & a summary of the Vetat School Improvement Grant Application. The proposed activities to drive, support and sustain these goals are embedded in these three overarching levers of change:

- (1) **Transformation Leadership** – as successful Transformation leaders, Peter Vetat Elementary will implement a newly designed co-principal administrative model to build the capacity of the leadership as they effectively mount, support and sustain research-

based changes, strategies, and practices. The district is creating an office of priority schools to support us in our efforts.

- (2) **Effective Teaching** – promoting and supporting the use of research-based instructional strategies to ensure effective instruction in every classroom.
- (3) **A Pervasive Data Culture** – collecting, analyzing and applying a range of achievement, instructional, operational and trend data to identify needs, inform interventions, guide instruction, monitor implementation of the interventions and measure their impact.
- (4) **Shared Decision Making** - In order to advance instructional reform and operate in a shared decision-making model a Joint Labor-Management Shared Decision-Making application will be submitted to the district. A school based leadership team will be established and will consist of no more than 12 committee members, principal, DFT union representative, and 4 teachers. The School Leadership Team will work collaboratively in identifying issues, defining goals relative to academic achievement, developing school budgets, and establishing policies and practices by consensus. This level of autonomy will allow Peter Vetel Elementary to have more flexible work conditions to meet the building's individual needs.
- (5) **School Based-Performance Pay** – Criterion and benchmarks for school-based performance pay will include measurable improvements in student and staff attendance on a school-wide basis, performance on standardized tests, overall student grade point average, graduation rates, reduction in drop-out rates, attaining and maintaining Adequate Yearly Progress and other provisions identified by the No Child Left Behind Act.
- (6) **Flexible Work Conditions** – As a High Priority School, Vetel Elementary staff members have agreed to the following:
 - a. Extended school day and year
 - b. Participation in the Shared Decision-Making process
 - c. Hiring based on selective application process
 - d. Retention of staff based upon performance, not seniority
 - e. Participation in mandatory prescriptive and prescribed professional development

Section C.

Budget pages—A separate 1 and 3-year budget together with budget narrative must be submitted for each school. The budget for year 1 must be separated into the funding needed for the pre-implementation activities and implementation activities that begin with the school year 2011-12.

Example:

Year 1 Pre-Implementation	Year 1 Implementation	Year 2	Year 3	Three-Year Total
\$209,000.00	\$2,000,000	\$1,500,000	\$1,125,000	\$4,834,000

Section D.

Baseline Data Requirements

Fill in the data requested. MDE is required to send this information to USDOED on a yearly basis.

USDOE Baseline Data Requirements

Provide the most current data (below) for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)	Transformation
Number of minutes in the school year	69660 Minutes
Student Data	
Dropout rate	n/a
Student attendance rate	78% daily attendance

For High Schools: Number and percentage of students completing advanced coursework for each category below	
Advanced Placement	n/a
International Baccalaureate	n/a
Early college/college credit	n/a
Dual enrollment	n/a
Number and percentage enrolled in college from most recent graduating class	n/a
Student Connection/School Climate	
Number of disciplinary incidents	438 reported incidents
Number of students involved in disciplinary incidents	178 students
Number of truant students	23% Daily truancy of students
Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	n/a
Teacher Attendance Rate	78% Daily Attendance

Fiscal Information

The MDE has asked for (and been granted) a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds. That waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver. Budgets must be submitted for school years 2011-2012, 2012-2013, and 2013-2014.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation are required and will begin in Fall 2011.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

Attachment A--Transformation Model

The following items are required elements of the transformation model. Give a brief description after each requirement as to how it will be implemented.

1. Replace the principal

Peter Vetal Elementary School's principal was replaced between the 2009-10 and 2010-11 school year. During the 2010-11 school year the co-principal leadership model was used during the first semester of the year.

2. Include student data in teacher/leader evaluation

All faculty and administration will have annual performance evaluations based on instructional practice and student academic progress. Teachers' individual development plans must contain goals that address increase in achievement based on formative and summative data accumulated over the year. Administration will be evaluated on the overall progress of the school academically, in culture and climate, and fiscal solvency.

3. Evaluations that are designed with teacher/principal involvement

Peter Vetal Elementary School has initiated the "Peer Review & Response" leadership and evaluation process for the 2010-11 school year. Along with Teachscape, the building principal and the Instructional Leadership Team frequently conduct Classroom Walk-Throughs by completing the Instructional Look-Fors survey for each classroom during selected instructional periods.

4. Remove leaders/staff that have not increased achievement

As a High Priority School, the building principal and instructional staff has agreed that job security is based on student performance and improvement. Changes have been made to the contract between the School District of the City of Detroit and the Detroit Federation of Teachers to reflect the needs of High Priority Schools.

5. Provide on-going job embedded staff development

Peter Vetal Elementary School in conjunction with Detroit Public Schools maintains a calendar of professional development opportunities for the school year. Vetal Elementary School's yearly staff meeting calendar has changed to specifically accommodate for Wednesday professional development twice a month between January through June 2011. Along with professional development offered in the building, faculty can participate in professional development offered by Wayne RESA.

6. Implement financial incentives or career growth or flexible work conditions.

Peter Vetel Elementary School has offered financial incentives to all faculty willing to participate on the school improvement and instructional leadership teams. Stipends will be offered to all staff willing to participate in professional development opportunities. Several teachers have been moved from the classroom to subject matter coaching positions to provide additional support, data analysis, and infusing technology into daily classroom instruction.

7. Use data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards.

Formative data taken from Star Reading, Star Math, Dibels, BURST, Text/Reading/Comprehension, and District Quarterly Benchmark Assessments are used to measure the progress of all students throughout the school year. Progress monitoring takes place every two to four weeks and students are grouped according to their level of progress.

8. Promote continuous use of student data to inform instruction and meet individual needs of students.

Progress monitoring takes place on a regular basis. Through our efforts to progress monitor students we can accurately determine the number of students in Tier I; Tier 2; & Tier 3 of the Response to Intervention Achievement model.

9. Provide increased learning time

- a. Extended learning time for all students in the core areas....
- b. Instruction in other subjects and enrichment activities that contribute to a well-rounded education...
- c. Teachers to collaborate, plan and engage in professional development...

10. Provide ongoing mechanisms for family and community engagement

By Working collaboratively with Recovery Park, City Year Detroit, Communities in Schools, Second Ebenezer Church, Men Affirming Discipline in Education, and MiBISI: Positive Behavior Support Peter Vetel Elementary School will decrease student absenteeism and reduce the years of excessive suspensions and increase parental involvement.

11. Provide operational flexibility (staffing, calendars/time/budgeting) to implement comprehensive approach to substantially increase student achievement and increase graduation rates.

Peter Vetel Elementary will offer extended school day and year to all students. Extended day operates from 3:30 p.m. to 6:00 p.m. on Monday, Tuesday, and Thursday. The Extended Day will provide extracurricular opportunities to increase achievement in the critical areas of science, technology, and engineering, arts for our 7th and 8th graders and reading and math to all students. Extended day is offered to all students. Each day the students experience a 1-hour

supplementary reading period, 1-hour supplementary math period, 20 minutes for a light supper and 5 minutes for both class change and dismissal.

Vetal Elementary also offers double dose instruction in English Language Arts and Mathematics to all students Kindergarten through eighth grades. Elementary students grades Kindergarten through fifth receive 120 minutes of un-interrupted instruction in English Language Arts. Middle School students receive 90 minutes of un-interrupted instruction in English Language Arts. All students receive 90 minutes of Math instruction daily.

12. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, SEA, or designated external leader partner or organization.

Peter Vetal Elementary School will continue its efforts to improve academic achievement of all students by continuing its collaborations with Teachscape, Wayne RESA, Glory Math, MiBLISI: Positive Behavior Supports and Dr. Jay Marks & Associates. Through these collaborations, Vetal Elementary will intensely monitor student progress and use research based methods of differentiation to address students' achievement gaps.

The following items are permissible elements of the transformation model. Provide a brief description after each element that will be implemented under the proposed building plan. (Leave blank those elements that are not being implemented.)

1. Provide additional \$ to attract and retain staff.

Peter Vetal Elementary School has offered financial incentives to all faculty willing to participate on the school improvement and instructional leadership teams. Stipends will be offered to all staff willing to participate in professional development opportunities. Several teachers have been moved from the classroom to subject matter coaching positions to provide additional support, data analysis, and infusing technology into daily classroom instruction.

2. Institute a system for measuring changes in instructional practices that result from professional development.

The School District of the City of Detroit is developing a system of monitoring all professional development faculty and staff participate in over the course of a school year. When this monitoring process is complete, building leaders will be able to know what teachers attend specific professional development and monitor the implementation of said professional development in lesson planning, classroom walk-throughs, the peer review process, and official teacher evaluations.

3. Ensure that the school is not required to accept a teacher without the mutual consent of teacher and principal, regardless of seniority.

As a High Priority School, Peter Vetel Elementary is able to interview, higher, and relieve of duty all faculty, staff, and administration that do not meet the expectations of the goals set in the school improvement plan, redesign/reform plan, and employee individual development plans.

4. Conduct reviews to ensure that the curriculum is implemented with fidelity and is impacting student achievement.

Peer Reviews conducted by the Instructional Leadership Team and evaluations conducted by the building principal and Academic Engagement Administrator will be used to monitor the fidelity all faculty have to the curriculum. The Learning Village system has been implemented as a resource that provides teachers and administrators with universal access to the following information critical to the teaching and learning process:

- A. Curriculum Mapping
- B. Standard Alignment
- C. Supplemental Content to support Literacy and Math Models of DPS
- D. Differentiated Instructional Methods
- E. Etc...

These processes will be closely monitored by the School Leadership Team through improvements in technology and use of technology in instruction and evaluation.

5. Implement a school wide Response to Intervention model.

Vetal Elementary School and Teachscape will design, develop, and implement a three-tiered data-based Response To Intervention (RTI) approach to improve teaching practice, student achievement and student behavior. To ensure effective development and implementation of the tiered instruction, the partners will develop and provide specific professional learning that focuses on: full implementation of the scientifically-based and aligned curriculum; understanding and applying a range of differentiation techniques; ongoing progress monitoring; instructional grouping strategies; use of benchmark, diagnostic and formative assessments to inform instruction and monitor student learning; and specific instructional strategies to support teachers and aides in working effectively with small learning groups.

6. Provide PD to teachers/principals on strategies to support students in least restrictive environment and English language learners.

The Vetal staff have committed to using ongoing formative assessments to monitor student progress relative to goals, inform instructional practices, such as grouping, and using a 'backward design' (Wiggins and McTighe, 1998) to help drive the expected outcomes. Vetal Elementary and its partners will support this through focused sessions on Data Literacy and technical assistance in unpacking and analyzing the data – not to label students, but to inform teaching and learning. The end result will be assessment-focused classrooms in which the expectations are transparent as well as high, and the assessments are integrated with the curriculum and instruction.

7. Use and integrate technology-based interventions.

The Vetal staff will develop an ingenious means of communication that revolves around the parents, community, and all other stakeholders. There will be a massive increase in promoting the use of technology with outside consultants rendering technological professional development. Robotics kits, programming software, workbooks, and netbook computers will be

purchased in our efforts to increase students' knowledge and ability to use technologies of the 21st Century.

8. Increase rigor through such programs as AP, IB, STEM, and others.

Vetal Elementary School, its faculty, students, parents, and supporting community members will make every effort to transform Vetal Elementary into an Agri-Business STEM program. This Agri-Business STEM program will encourage students to participate in intensive instructional classes on clean burning fuels, urban farming, conservation of non-renewable resources, solar and wind energy management and service learning.

9. Provide summer transition programs or freshman academies

Extended Year will be offered to all 8th grade students during the summer months. Those students preparing for the 9th grade will have opportunities to work with high school teachers and counselors through the Bridge Program. The Bridge Program will pair students with "Small Schools" that offer unique curriculums for 9th grade students.

10. Increase graduation rates through credit recovery, smaller learning communities, and other strategies.

11. Establish early warning systems to identify students who may be at risk of failure.

MiBLISI: Positive Behavior Supports, Text/Reading/Comprehension, Dibels, Burst, Quarterly Benchmark Assessments, and formative classroom test scores are monitored and stored on the Zangle Student Information System and Data Director. Reports are frequently created that provide up-to-date information on students in Tiers I, II, & III. Those students in levels II & III receive intense interventions by instructional specialists, coaches, and classroom teachers. Parents are made aware of students' potential failure through Progress Monitoring Reports and Mid-Quarter subject matter progress reports.

12. Partner with parents and other organizations to create safe school environments that meet students' social, emotional, and health needs.

The student counselor will work collaboratively with consultants to implement programs designed to teach students how to recognize, manage, and avert situations, groups, and individuals that exhibit anti-social behaviors. Men Affirming Discipline in Education, Threat Management Centers, MiBLISI: Positive Behavior Supports and the Development Center provide assistance specifically target small at-risk students to address their social, emotional, and health needs on an one-on-one basis.

13. Extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff.

Vetal Elementary School has implemented a Double Period Math and ELA block for all students in Kindergarten through 8th grades. Extended Day, from 3:30pm until 6:00 Monday, Tuesday, and Thursday & Extended School Year are offered to all students.

14. Implementing approaches to improve school climate and discipline

MiBLISI: Positive Behavior Supports; Threat Management Centers: Survival Scouts; The Development Center; Student Counselor; and City Year Detroit provide differentiated means of addressing school climate and discipline at Peter Vetal Elementary School.

15. Expanding the school program to offer full-day kindergarten or pre-kindergarten.

Peter Vetal Elementary School offers full-day kindergarten and full day pre-kindergarten head start on Mondays through Thursdays. Students receive breakfast in the classroom and a balanced lunch along with differentiated instructional practices to prepare them for 1st grade.

16. Allow the school to be run under a new governance arrangement.

Peter Vetal Elementary School has established s Shared-Decision-Making process to govern the operations of the school. The School Leadership team will establish several sub-committees to create forums for leveraging and channeling the school's collective energies.

17. Implement a per pupil school based budget formula weighted based on student needs.

ARRA School Improvement Grant (SIG) II 2011 Budget Detail

For Vetat Elementary School

110 - Basic Programs

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
112 - Basic Programs – Middle/Junior High	Cost for ACADEMIC GAME COACH to teach afterschool program for potential student competition and associated travel fees to the Michigan State tournament in Flint, MI - (1) Coach X six (6) 7 hour tutorial sessions @ \$214.29 per hour - Total: \$1,500	42h	\$1,068	\$432					\$1,500
112 - Basic Programs – Middle/Junior High	Cost for Supplemental TEACHING TESTING SUPPLIES to increase student academic achievement in core subjects - Items: Science display boards & safety materials & equipment, supplemental workbooks, pencils, pens, paper, notebooks, student planners/organizers, toner, Total: \$46,000.00					\$46,000			\$46,000
112 - Basic Programs – Middle/Junior High	Cost for IBM Compatible All-in-One DESKTOP COMPUTERS to increase student academic achievement in core subjects - 50 Desktops @ \$1,200 each - Total: \$60,000.00					\$60,000			\$60,000
112 - Basic Programs – Middle/Junior High	Cost for COMPUTER SOFTWARE & LICENSES to increase student academic achievement in core subjects - 50 each software & Licenses @ \$600 each - Total: \$30,000.00				\$30,000				\$30,000
112 - Basic Programs – Middle/Junior High	Cost for COMPUTER TABLES to accomodate desktop computers to increase student academic achievement in core subjects - 28 tables @ \$350 each - Total: \$9,800.00					\$9,800			\$9,800
112 - Basic Programs – Middle/Junior High	Cost for Social Studies Supplemental BOOKS & SUPPLIES to support & promote African centered curriculum - Materials provide information on the traditions and legacy of the African Diaspora and its development throughout history - 150 Student books @ \$49.04 each & (4) teacher books @ \$150 each - Total: \$7,956					\$7,956			\$7,956
112 - Basic Programs – Middle/Junior High	Cost for MATERIALS & SUPPLIES to share with staff, administration, parents, students & community - Supplies: supplemental books @12,000 - (8) All-in-One Computers @ \$1,000 each & (8) software packages @ \$1,000 - Total: \$28,000					\$28,000			\$28,000

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Vetat Elementary School

Sub-Total	42h	\$1,068	\$432	\$30,000	\$151,756				\$183,256
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120 - Added Needs

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
122 - Added Needs – Special Education	Cost for PURCHASED SERVICES Vendor: City Year Detroit to (1) develop and maintain an effective service learning program for K-8 students (2) Provide tutoring, mentoring afterschool and assist service projects for school and community - Total: \$81,000				\$81,000				\$81,000
	Sub-Total				\$81,000				\$81,000

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
125 - Added Needs – Compensatory Education	Cost for ROBOTIC KITS to close the digital gap between students who are rarely exposed to sensitive and up-to-date technology - Items: Workbooks, Laptops, (10) Kits @ \$1,543 each, (10) Software Pks @ \$4,850 each - Total: \$63,934					\$63,934			\$63,934
	Sub-Total					\$63,934			\$63,934

210 - Support Services – Pupil

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
211 - Support Services – Pupil – Truancy/Absenteeism Services	Cost for (1) ATTENDANCE AGENT to help with improving student attendance and help ensure school meets attendance requirement - Salary: \$61,600, Benefits \$16,669	1	\$61,600	\$16,669					\$78,269
	Sub-Total	1	\$61,600	\$16,669					\$78,269

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Vetal Elementary School

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
212 - Support Services – Pupil – Guidance Services	Cost for (1) Guidance COUNSELOR to serve as lead program director of student activities and behavior management - Monitor assigned students to the In-House Detention Center - Chair the RCT Team - Monitor progress of student behavior & intervention plans - Salary \$77,000 + Benefits \$20,836	1	\$77,000	\$20,836					\$97,836
	Sub-Total	1	\$77,000	\$20,836					\$97,836
Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
213 - Support Services – Pupil – Health Services	Cost for (1) NURSE to monitor and assist school efforts to increase attendance and provide qualified guidance in the implementation and monitoring of a healthy lifestyle for students and parents - Salary \$72,516 + Benefits \$19,623	1	\$72,516	\$19,623					\$92,139
	Sub-Total	1	\$72,516	\$19,623					\$92,139
Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
214 - Support Services – Pupil – Psychological Services	Cost for PSYCHOLOGIST to monitor at-risk students - Guide RCT Team in order to effectively evaluate referred students - Observe students who display signs of learning & behavioral difficulties in various settings - Plan parent workshops - Conduct conferences w/parents & students - Salary \$72,516 + Benefits \$19,623	1	\$72,516	\$19,623					\$92,139
	Sub-Total	1	\$72,516	\$19,623					\$92,139
Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
216 - Support Services – Pupil – Social Work Services	Cost for (1) SOCIAL WORKER to serve on RCT Team - Provide services to students on their caseload & train staff to implement Positive Behavior Intervention - \$ Salary \$73,000 + Benefits \$ 19,754	1	\$73,000	\$19,754					\$92,754

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Vetal Elementary School

Sub-Total	1	\$73,000	\$19,754						\$92,754
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220 - Support Services – Instructional Staff

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
221 - Improvement of Instruction	Cost for Professional Development OUTSIDE CONSULTANTS: DEX Design - PD focuses on developing strategies to re-exam & implementing school's Mission, Vision, Values & Goals of Vetal K-8, Sustaining SIP process, Using Technology, Roles of the Staff & Parents, Curriculum in the Learning Community - (5) sessions @ \$3,150 per session - Total \$15,750				\$15,750				\$15,750
221 - Improvement of Instruction	Cost for Professional Development SUPPLIES to build staff capacity to increase student academic achievement in core subjects - approx. 65 participants - \$200 each for supplemental work & reading books and associated supplies - Total: \$10,000					\$10,000			\$10,000
221 - Improvement of Instruction	Cost for (4) INSTRUCTIONAL SPECIALIST to work closely with staff to implement the RTI Model - Specialists will provide guidance for teachers attending the Michigan Behavior & Learning Support Initiative in order to implement Positive Behavior Support & RTI Reading Model - Salaries \$72,516 X 4 & Benefits \$19,623 each	4	\$290,064	\$78,419					\$368,483
221 - Improvement of Instruction	Cost for (8) Professional Development Trainers to enhance Robotics program to prepare students to meet the expanding technology requirements in the Michigan GLCE's - Expose students to career options in aerospace, urban agriculture & renewable energy development - 18 weeks X (8) trainers = \$6,250 each - Total: \$50,000				\$50,000				\$50,000
221 - Improvement of Instruction	Cost for Professional Development provided by trainers during staff ROBOTIC workshops to build staff capacity to increase student academic achievement by closing the digital gap for students - (2) five hour workshops - Total Stipends for staff: \$3,560 + Benefits \$1,441	80h	\$3,560	\$1,441					\$5,001

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Vetal Elementary School

221 - Improvement of Instruction	Cost for TEACHER & SSA Professional Development STIPENDS during various workshop trainings identified throughout this application to build staff capacity and increase student achievement in core subjects - 25 teachers X 21 (5) hour sessions - Total stipends: \$62,528.00 + Fringes: \$18,014 - SSA Stipends: \$777 + Fringes: \$224	2730h	\$63,305	\$18,238					\$81,543
221 - Improvement of Instruction	Cost for Professional Development & Meeting REFRESHMENTS to build staff capacity and increase student academic achievement - 39 (5) hour PD's + Meetings X approx. 35 participants - Total: \$9,555						\$9,555		\$9,555
221 - Improvement of Instruction	Cost for Professional Development OUTSIDE CONSULTANTS: James Penix & Dr. Jay B. Marks will conduct parent & community workshops on (1) Financial management (2) Inclusion of special needs students (3) Effectively Using Technology (4) Monitoring your Children's Internet Usage (5) Advocating for your Child During the IEP Process (6) Addressing Your Child's Anti-Social & Counter Productive Behaviors – 20 workshops – \$1357.10 per session – Total: \$27,142						\$27,142		\$27,142
	Sub-Total	4/2810h	\$356,929	\$98,098	\$102,447	\$10,000			\$567,474

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
227 - Academic Student Assessments	Cost for ACADEMIC ENGAGEMENT ADMINISTRATOR to facilitate student summative and formative assessments during school year - Work with teachers to process & monitor students' lesson plans to reflect differentiated instruction - Salary \$77,000 + Benefits \$20,836	1	\$77,000	\$20,836					\$97,836
	Sub-Total	1	\$77,000	\$20,836					\$97,836

240 - Support Services – School Administration

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
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ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Vetat Elementary School

241 - Office of the Principal	Cost for ADMINISTRATIVE STAFF Professional Development STIPEND to increase staff capacity and increase student achievement in core subjects - (2) Principals & (2) Secretaries @ 21 sessions (5) hours each session - Principals Total stipend: \$6930 + Fringes: \$1,997 - Secretaries total Stipend: \$2,669 + Fringes: \$769	420h	\$9,599	\$2,766					\$12,365
	Sub-Total	420h	\$9,599	\$2,766					\$12,365

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
249 - Other School Administration	Cost for School CO-LEADERSHIP PRINCIPAL who will split executive responsibilities of the principal by working hand in hand with building principal to effectuate student learning in core subjects - Salary \$135,000 + Benefits \$36,531	1	\$135,000	\$36,531					\$171,531
249 - Other School Administration	Cost for OUTSIDE CONSULTANT: TeachScape who will support the continuous efforts to improve teaching and learning in Vetat school through a seven-stage process of gathering analyzing and reflecting on data around classroom practice - Fee: 100,000				\$100,000				\$100,000
249 - Other School Administration	Cost for DFT CONSULTANT Professional Development STIPENDS during various workshop trainings to build staff capacity and increase student achievement in core subjects - 21 (5) hour sessions X 4 DFT Consultants = \$222 each - Stipend total: \$18,648.00 + Fringes: \$5372	420h	\$18,648	\$5,372					\$24,020
249 - Other School Administration	Cost for DEAN OF STUDENT Professional Development STIPEND to build teacher capacity and increase student achievement in core subjects - (1) Dean (5) hour sessions X 21 sessions Stipend total: \$4,397 + Fringes: \$1,267	105h	\$4,397	\$1,267					\$5,664
	Sub-Total	1/525h	\$158,045	\$43,170	\$100,000				\$301,215

270 - Pupil Transportation Services

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Vetat Elementary School

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
271 - Pupil Transportation Services	Cost for Field Trip TRANSPORTATION for approx. 180 students + chaperones to increase student academic achievement in core subjects - Destination Chicago, IL to visit: Museum of Science \$5,000, Field Museum All Access \$3,000, approx. Shedd Aquarium \$5,000				\$12,510				\$12,510
271 - Pupil Transportation Services	Cost for Field Trip ADMISSIONS for approx. 180 students + chaperones to increase student academic achievement in core subjects - Destination Chicago, IL to visit: Museum of Science \$300, Field Museum All Access \$6,240, Shedd Aquarium \$5,080 - Total: \$11,620				\$11,620				\$11,620
271 - Pupil Transportation Services	Cost for Field Trip TRANSPORTATION for approx. 180 students + chaperones to increase student academic achievement in core subjects - Destinations: Metro Detroit area: DIA, Cranbrook Institute of Science, Science Center, Recovery Park Workshop Transportation				\$21,600				\$21,600
	Sub-Total				\$45,730				\$45,730

280 - Central Support Services

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
281 - Planning, Research, Development, and Evaluation	Cost for SUBSTITUTE TEACHERS to cover for faculty while they are pulled out of the classroom to organize an evaluate data from multiple sources - \$250 per day X's (15) substitutes X (8) days - Total: \$29,995 + Fringes \$8,117	960h	\$29,995	\$8,117					\$38,112
281 - Planning, Research, Development, and Evaluation	Cost for OUTSIDE CONSULTANT: Wrightway Consulting to provide trainings and assistance with the implementation of promising practices formulated from evidence based research and student data taken from standardized, normative and in-class assessments - (8) sessions @ \$2,500 each session - Total: \$20,000				\$20,000				\$20,000

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Vetat Elementary School

Sub-Total		960h	\$29,995	\$8,117	\$20,000				\$58,112
330 - Community Activities									
Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
331 - Community Activities	Cost for OUTSIDE CONSULTANT: Threat Management Centers to bring Survival Scouts to the Brightmoor Community to (1) Teach children how to recognize anti-social & counter productive behavior while outside of the normal school environment (2) Consultant will teach adults how to recognize & address antagonists, introverts & gang-like activity before violence erupts - 18 weeks/2 sessions per week @ \$33 per session - Total: \$30,000				\$30,000				\$30,000
331 - Community Activities	Cost for OUTSIDE CONSULTANT: Recovery Park/501c3 Organization to (1) Collaborate with the Brightmoor Community at-large to bring about redevelopment, i.e., urban farming, education, commercial & housing development - 40 Artist in Residence @ \$1000 per workshop, Artis Tyree Guyton @ \$15,000 & 20 Urban Agriculture workshops @ \$2,000 each - Total: \$95,000				\$95,000				\$95,000
	Sub-Total				\$125,000				\$125,000
Sub Total		11/4757h	\$989,268	\$269,924	\$504,177	\$225,690			\$1,989,059
	Indirect Cost (Max Allowed: 4.45%)								\$0
	Grand Total								\$1,989,059
	Allocation								\$0

Attachment VII

School Improvement Partnership Agreement

This School Improvement Partnership Agreement (“SIPA”) is entered into by and between Michigan Department of Education (State) Wayne RESA (ISD/RESA/ or other partner(s) and Detroit Public Schools (“LEA”). This agreement establishes a framework of collaboration, as well as articulates specific roles and responsibilities in the implementation of an approved plan of work to access Federal School Improvement Grant funds for Low Performing Schools under the American Recovery and Reinvestment Act (ARRA).

I. SCOPE OF WORK

The Scope of Work defines the actions and reform measures the Qualifying LEA agrees to implement under one of these four federally-defined options: Turnaround, Restart, Transformation or Closure. The model selected by Detroit Public Schools and Vetal School is **TRANSFORMATION**;

II. PROJECT ADMINISTRATION

A. QUALIFYING LEA RESPONSIBILITIES

Implementing the tasks and activities described in the ARRA Federal School Improvement Grant, the LEA will:

- 1) Choose to implement one of four options identified in this agreement and develop a corresponding plan.
- 2) Actively participate in all relevant meetings, communities of practice, or other practice-sharing events that are organized by the State of Michigan Department of Education (State) or its designee.
- 3) Post to any website specified by the Michigan Department of Education, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the ARRA Federal School Improvement Grant.

- 4) Participate, as requested, in any evaluations of this grant conducted by the Michigan Department of Education or United States Education Department (ED).
- 5) Be responsive to Michigan Department of Education (or its designee) or ED requests for information including status of the project, project implementation, outcomes, and any problems anticipated or encountered.
- 6) Participate in meetings and telephone conferences with the Michigan Department of Education or its designee to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the ARRA Federal School Improvement Grant, and (d) other matters related to the ARRA Federal School Improvement Grant and associated plans.
- 7) Each school shall establish a new leadership team composed (but not limited to) of the principal, classroom teachers who lead a grade level, a multiage team or subject-matter-area team, supplementary support personnel, and at least two community members who engage the community in the transformation. Each school-based team shall also have a liaison member representing the Michigan Department of Education or its designee.

B. INTERMEDIATE SCHOOL DISTRICT/REGIONAL EDUCATIONAL SERVICE AGENCY or OTHER DESIGNATED PARTNER RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the partner or partners that elect to sign this memorandum of agreement to support the low performing school(s) shall:

- 1) Work collaboratively with, and support the LEA in carrying out the LEA Plan as identified in this agreement.
- 2) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 3) Identify sources of technical assistance as needed.

C. JOINT RESPONSIBILITIES

- 1) The ISD/(R)ESA or other partner(s) and the LEA will each appoint a contact person for the ARRA Federal School Improvement Grant.
- 2) These key contacts from the ISD(R)ESA or other partner(s) and the LEA will maintain frequent communication to facilitate cooperation under this partnership agreement.

D. STATE RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the State will:

- 1) Work collaboratively with, and support the LEA and supporting ISD/(R)ESA or consortium of ISDs/(R)ESAs or other partner(s) in carrying out the School Plan as noted in this agreement.
- 2) Timely distribute the LEA's portion of ARRA Federal School Improvement Grant funds during the course of the project period and in accordance with the School Plan as noted in this agreement.
- 3) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 4) Identify sources of technical assistance as needed.
- 5) Periodically review the approved plan and implementation progress.

E. RECOURSE FOR NON-PERFORMANCE

If the Michigan Department of Education determines that the LEA or School is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the Michigan Department of Education will make recommendations for an alternative intervention which may include restart, closure, or a collaborative process between the State, ISD/(R)ESA or other partner(s) and the LEA, including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs, or modifying the approved plan.

III. ASSURANCES

The LEA hereby certifies and represents that:

- 1) It has all requisite power and authority to execute this partnership agreement.

- 2) It is familiar with the general scope of the ARRA Federal School Improvement Grant application and is supportive of and committed to working on all portions of the plan.
- 3) It will implement the Plan that has been approved by the Michigan Department of Education.
- 4) It will work cooperatively with the Michigan Department of Education or its designee to develop a Scope of Work with specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures in a manner that is consistent with State and Federal School Improvement Goals.
- 5) It will comply with all of the terms of the ARRA Federal School Improvement Grant, and all applicable Federal and State laws and regulations.
- 6) Nothing in the School Improvement Partnership Agreement shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school district employees under Federal, State, or local laws (including applicable regulations or court orders or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements).
- 7) Any portion of the School Improvement Partnership Agreement that impacts upon a mandatory topic of bargaining not covered by an existing collective bargaining agreement, memorandum of understanding, or other agreement shall be implemented only after an agreement is reached through collective bargaining.

IV. MODIFICATIONS

This School Improvement Partnership Agreement may be amended only by written agreement signed by each of the parties involved, and in consultation with the State.

V. DURATION/TERMINATION

This School Improvement Partnership Agreement shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VII. SIGNATURES

Local Superintendent (or equivalent authorized signatory) - required:

Signature/Date Robert C. Bobb Print Name/Title Emergency Financial
managers

President of Local School Board (or equivalent) - required:

Signature/Date Anthony Adams Print Name/Title Detroit Board of Education President

Intermediate Superintendent (or equivalent authorized signatory) - required:

Signature/Date _____ Print Name/Title _____

President of Intermediate School Board (or equivalent) - required:

Signature/Date _____ Print Name/Title _____

Authorized State Official - required:

By its signature below, the State hereby accepts the LEA as a Qualifying LEA.

Signature/Date _____ Print Name/Title _____